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ABSTRACT

The twenty-five items selected for this bibliography include significant contributions to the literature on college librarianship and tutor librarianship for the period 1958-1971. Most of them are taken from the last ten years and form a useful state-of-the-art survey. The authors and titles of all twenty-five items are listed in the table of contents along with the page on which the items appear. (Author/NH)

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No. 5

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and
Tutor Librarianship,
An annotated select bibliography.

by J. Lebovitch, A.L.A., Cert. Ed.

Lebovitch, J. (1)

The Hatfield Polytechnic (England)
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PREFACE

This selection of twenty-five items includes significant contributions to the literature on College Librarianship and Tutor Librarianship for the period 1958-1971. Most of them are taken from the last ten years and form a useful 'State of the Art' survey. For the busy college librarian, Mr. Lebovitch has provided a stimulating selection which is greatly enhanced by his thought-provoking observations.

G. W. J. Wheatley
Assistant County Technical Librarian.

AN ANNOTATED SELECT BIBLIOGRAPHY
OF COLLEGE LIBRARIES & TUTOR LIBRARIANSHIP

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ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS.
Use of libraries: a policy statement. A.T.T.I. March 1966.

The purpose, as stated in the Introduction, is to act as a counter-weight to earlier contributions on college libraries by other organisations who have tended to concentrate on the planning and administrative aspects, neglecting the use of the college library as an essential part of technical teaching.

This is an excellent report in all respects, and if the recommendations on such topics as 'The library as a centre of communication media' and 'Teaching the use of the Library' had been taken to heart by local education authorities, then perhaps we would have witnessed a radical transformation for the better in College Libraries in general and tutor librarianship in particular. To take just one example: the section on library instruction gives an example of a basic curriculum, and recommends that there should be at least 12 hours of library instruction in each academic year of a full-time course, and half this number of hours for a part-time course.

The Appendix gives eight sample curricula of library instruction, and there is a bibliography of some 58 items.

The importance and authority attached to this document can be gauged to some extent by the frequency with which it is regularly quoted in the literature of the subject.

ATKINS, K. B. 'The use of the college library'.
Liberal Education, No.4, July 1963. pp.28-29.

Interesting as an example of a library course planned by a non-librarian; in fact, a Lecturer in Humanities at Staffordshire College of Technology. The department took the initiative of organising, with the active co-operation of the librarian, a syllabus for 'A' level students studying for engineering diplomas or degrees.

At the beginning of the Humanities Studies course each group spends one introductory period in the library, followed by class work on an

extended essay of some 3,000 words. Over the period of the Semester the student is allowed at least two periods in the library by the lecturer concerned; the latter may also issue an essay list with suggested topics, and a bibliography. Further reading lists are given prior to the students taking up the industrial training period of their 'sandwich', but this venture has not been very successful, mainly because students were too tired to read after a day's work, or found difficulty in obtaining the books.

A description is also given of library projects with part-time day release students based on short essays on, for example, famous engineers or topics related to their engineering courses.

BAXTER, E. G. 'Technical college libraries and the future of higher education'. Library Association Record, Vol.65, No.2, Feb. 1963. pp.60-66.
(Paper given at the Durham Conference of the L.A. University and Research Section, April 1962.)

The first part of the article discusses the future organisation of higher technical education, and as this is pre-Robbins it is of necessity dated. The author then defines his concept of a liberal education - (i) the study of subjects by students making independent enquiry and judgements - individual work and study rather than fact-feeding; (ii) relates specialist study to society as a whole; (iii) education in the arts and aesthetics; and (iv) contact with students in other desciplines.

In the second part of his article the author deals with the physical planning of libraries, administration, bookstock, acquisitions, etc. Reader services are touched on, but the author emphasises that the article does not deal with services to industry, library instruction and similar matters.

BESWICK, Norman W. 'Instructional Materials Centres: on American experiment'. The School Librarian, Vol.15, No.2, July 1967. pp.133-141.

A description of the provision and use of I.M.C.s (also called Learning Resource Centres) in various junior high schools (age range approximately 12-15) in America. The movement has the backing of Federal Government funds, in addition to awards from Encyclopedia Britannica (who provided one elementary school in California with 700 films and 1,000 filmstrips) and the Knapp Foundation. The latter has established the Knapp School Libraries Project with a grant of $1,130,000, and with the assistance of the American Library Association has set up demonstration schools for the benefit of teachers, librarians, and administrators.

One of these is the Marcus Whitman Elementary School, in Richland, Washington state, with 750 primary-age pupils. In addition to books, the library I.M.C. has 500 filmstrips, 300 records, and many maps, globes and models. Audio-visual equipment is available to pupils to use for group or personal projects, working independently without supervision. An elementary school in Daly City, California, has gone one step further, and allows pupils to borrow both film and filmstrip projectors for home use - the parents collect and return the equipment.

The I.M.C. approach has been used to enrich the learning experience of 'disadvantaged' children, i.e., those from poor, broken or ill-educated homes. For example, there is a mobile Materials Center - ' an I.M.C. on wheels' - which tours 17 schools in its area (where the majority of children are of Mexican-American descent, whose parents in many cases do not speak English, nor possess the transport or the will to take their children to public libraries).

The flexibility of the I.M.C. concept is illustrated by an example from the other end of the scale. Los Banos High School library, Merced County, California, is equipped with 32 study-carrels with head-sets and speakers adjacent to a control room; tapes, records, and the equipment to use them are available, and by pressing a button the librarian can direct a programme to any carrel or classroom.

The author points out the need for the person in charge of the I.M.C. to be a qualified teacher as well as a specialist in information materials. The American teacher-librarian course for a Master's Degree places equal emphasis on education and librarianship, but drastic improvements in course content will be needed to meet the specialist requirements of the I.M.C. In this country we can learn from the American experience of the I.M.C. concept by recognising that the school library is the place where non-book materials and equipment should be kept and used, thus widening the scope of the library service and increasing its impact on the total learning experience of the child.

BESWICK, Norman W. 'Libraries and the heart of our work'. Education for Teaching, No.80, Autumn 1969. pp.58-63.

Discusses the ways in which the growth of media-centres (also called resource-centres and materials-centres) in America, along with dissatisfaction with existing college and university systems of learning, has caused educationalists to question the usual conceptual model of the learning process.

A great deal of lip-service has been paid to the idea that in an educational institution "the library is at the heart of our work". The intrinsic value and desirability of reading has been recognised, but very little detailed research has been done to investigate the comparative usefulness of school library books in education. Much of what has been written on libraries in education deals with their administration rather than function and use.

The recent emergence of new methods of learning and new media of communication has given rise in American to the development of the Library-College movement:

> "When it became apparent that newer media were freeing the library from its previous over-dependence on the verbal approach, it was easier to see how an educational approach might truly group itself around the library and start from the students exploration of the universe of record."

A typical library-college model (as described in The Library-College Journal): around 500 students (expansion catered for by building new colleges and having clusters on the Oxbridge pattern); the multi-media library is the physical heart of the college. Each student has a personal study-carrel, and works with books, slides, film strip and particularly, specially prepared audio-tapes. "Many teaching staff have tutorial rooms within this library, and work closely and informally with students, guiding their use of resources". As the student progresses in his research, at appropriate times he will have access to adjacent laboratories, classrooms, practical rooms, etc.

The author discusses the advantages claimed for this type of learning method, and the implications for teachers.

BESWICK, Norman W. 'The "Library College" - the "true university"?' Library Association Record, Vol.69, No.6, June 1967, pp.198-202.

Sketches the development of the library-college concept in America from the Address given by Louis Shores at the Chicago Century of Progress Exposition in 1934 to two recent, important conferences: the Jamestown College Workshop, at Jamestown North Dakota (1965), and the Graduate Library School Conference of Drexel Institute of Technology, Philadelphia (1966) on 'The Library-College: a method of learning'.

Beswick summarizes some of the more important studies to emerge from these conferences, including a short account of the work of Professor Samuel Postlethwaite of Purdue University. The Professor has developed an 'audio-tutorial' system for teaching first-year botany to 500 students. Using tape-recorded lesson-guides in conjunction with independent study techniques the students showed an all-over improvement in performance together with a 50% increase in the amount of factual subject-matter learned. In addition he has been able to cut classroom time by two-thirds and devote more of his time to individual guidance and tuition.

Various implications of such teaching methods on the traditional role and function of tutorial staff are discussed, and the author concludes on the optimistic note that developments along the lines of the library-

college in this country might well lead to closer understanding and acceptance between college librarians and teaching staff.

'"Library-College" re-visited'. Library Association Record, Vol.72, No.4, April 1970, pp.148-9.

An account of trends in the Library-College movement in America since the Philadelphia conference of 1966. Two important milestones are the establishment of a quarterly journal: The library-college journal: a magazine of education innovation' with a subscription of 2,000; and a conference held in Chicago in 1969 entitled 'A library dimension for the higher learning'. The article attempts a re-assessment of the movement's place in the context of educational innovation and media experimentation in American higher education.

BURGESS, N. 'The library and liberal studies'. Liberal Education, No.4, July 1963. pp.22-25.

A liberal studies programme at Bolton Technical College, based on project work using the materials in the library. After an introduction to library techniques and information services, an extended essay, project or thesis of a minimum 4,000 - 5,000 words is set as a term's work. It is desirable that the topics chosen are as varied as the number of students so that the work produced is that of the individual, and the library material can be spread as widely as possible.

The benefits for students of doing project work are discussed, and a number of helpful suggestions given for the planning, arrangement, presentation and assessment of the finished projects. One piece of advice which on reflection may seem rather obvious but which needs stating, is to divide the time spent on the project between the library and the classroom. That is, the material is traced and located in the library, but the actual note-taking and writing up is a classroom activity. This is put forward as a way of overcoming lack of space in the library, but it is equally valuable where the students are likely to be more used to the classroom atmosphere and are able to concentrate better there than in the library.

CAREY, R. J. P. 'Library instruction in colleges and universities of Britain'. Library Association Record, Vol.70, No.3, March 1968. pp.66-70.

A survey based on a postal questionnaire sent to 300 college and university librarians, 80 of whom were interviewed personally. The aim was to assess progress in the use of libraries as direct teaching instruments, and to analyse the attitudes of library and teaching staffs towards the giving of library instruction. About two-thirds of the sampled libraries gave some instruction and one library in ten offered more than an introductory talk, but only 17 librarians gave some instruction lasting six hours or longer.

Factors necessary for good library instruction are considered, and the benefits for students, teaching staff, the library and the college are outlined.

COWLEY, J. 'Technical college libraries - 2: Tuition in library use'. Technical Education, Vol.6, No.9, 1964. pp.442-4.

Outlines the type of courses which were provided at the Mid-Herts College of Further Education for day-release, block-release and full-time students. From the examples quoted one is given a clear idea of how the emphasis and subject content of the courses is adapted according to the academic level and orientation of the students.

With day-release students the aim is to encourage the habit of reading for pleasure, and the emphasis is on modern writing presented through book talks, with selected readings. To introduce students to standard reference books teaching sets of 12-20 copies of basic reference material have been assembled. Block-release students receive additional instruction in report writing.

The courses for full-time students are varied in subject content according to the needs of each group, and a course for 'A' level Arts students is given as a typical example.

The aims and purpose of library teaching are considered, and the

important role of the tutor librarian in the classroom in improving communication between the student and the librarian is stressed.

FURTHER EDUCATION STAFF COLLEGE. College libraries. Report of Study Conference 69/39. Vol.2, No.16.

The aim of the conference was to provide librarians with an opportunity to consider the developing role of libraries within the context of college objectives. There are five papers in the Report, together with Syndicate Findings on 'The role of the college library', 'Internal and External relations' and 'Finance and resources'.

F. HATT. The Tutor Librarian.

Deals with the need for new attitudes on the part of tutor librarians in considering their educational role, which is something entirely new and different from the traditional library service. The methodology adopted by tutor librarians can range from timetabled lectures on information retrieval to the less formal 'learning by doing' instruction which can be incorporated into assistance for students' enquiries. The author discusses the relative merits and demerits of each and stresses the importance of adapting our approach to the way in which people actually learn.

L. F. RYDER. The Library as the College Communication Centre.

Puts the case for the library being the centralized core of resource guides, surrounded by learning areas. We need less rigid distictions between the roles of the teacher, technician and support staff if we are to effectively apply new media in education.

Many thousands of teachers have attended and benefitted from the ILEA AVA courses and Teacher Centres, where teachers can meet, discuss and experiment with audiovisual aids.

A. H. WATKINS. College and Public Libraries.

Calls for closer co-operation between public and college libraries in the same town, in the areas of book purchase, sharing of bibliographies and catalogues, interlending of periodicals, and making the larger

resources of the public library available to college students working under the bibliographical guidance of teachers or library staff. There is much to be gained by providing opportunities for college and public library staff to get together through staff guild meetings and exchanges of staff for short periods.

S. R. GADSDEN. The College Library and Resources.

Discusses the concept of the library as a learning resouces centre and the implications for future planning and finance.

A. C. BUBB. College Libraries in the Future.

Raises some of the present problems facing libraries in the polytechnics and suggests that some of the answers may be found in the growing involvement of librarianship with education in its widest sense.

HOLLEY, E. G. and ORAM, R. W. 'University library orientation by television'. College and Research Libraries, Vol.23, No.6, November 1962. pp.485-491.

BROWN, C. M. 'T.V. or the herded tour'. Library Journal, Vol.90, No.10, May 15th, 1965. pp. 2214-2218.

In an attempt to deal with the ever increasing problem of providing library tours for hundreds of first-year students, two university libraries experimented with televised class instruction using video tape. The major factor involved is the time between taking the initial decision and broadcasting the final product; ten months in one case, a year in the other. The experiences of the two libraries are in sharp contrast.

Holley and Oram are Librarians at the Education, Philosophy, and Psychology Library of the University of Illinois. Two tapes were made, a 39 minute 'Education Library Tour' and 'Your Library', a 30 minute general introduction to the entire library system. The former tape concentrated on specific types of information: the reservation system, use of the catalogue, and three basic education

reference books; the general guide tape was based on one subject 'Space Flight', and followed this from the general (the catalogue) to specific aspects of library routines. The main difficulty was in making a tape which would be all things to all students; consequently some complained that it was too slow, and others that it was too compressed. For the benefit of the latter a supplementary library handout was provided.

At California State College, Los Angeles, it was decided to make a series of four taped lectures, totalling about three hours, which would not be limited to techniques or details about the library itself but would provided general library knowledge and background ultimately usable by many libraries. Many snags were encountered which do not seem to have occurred at the University of Illinois.

Technical problems were related to the size of the library materials, such as catalogue cards, book spines, title pages, and tables of contents, all of which were barely legible in close-up. In the end the catalogue cards had to be specially made with enlarged print. There were 'human' problems with the four librarians chosen to be lecturers; in addition to lacking teaching experience they had no audience 'feedback' and could not modify their performances, which tended to be on the 'heavy' side.

Both libraries instigated short tests to ascertain if there had been any measureable gain in the effectiveness of library instruction using television. Although results in both cases were favourable, neither library claims that they are conclusive proof, and both concede that there is room for improvement. In their respective conclusions the authors both stress the need for a generous time scale for production of the tapes, and the help of professional television staff.

LINDEN, R. O. 'Tutor-Librarianship: a personal view'.
Library Association Record, October 1967, pp.351-355, 357.

An important statement by a librarian who has been closely involved with the development of the concept of tutor-librarianship, especially of the Hertfordshire strain.

The first section is concerned with the background development of Tutor-Librarianship since the 1950s, its struggle for acceptance as a legitimate teaching activity within the colleges, and the early involvement with liberal studies. A point is made which needs reiterating time and again for maximum effect, "that a distinction has to be made between 'techniques of using a library' and 'library techniques to facilitate use'. There is a difference - a vital one - between what the pupil or student needs to know as a reasonably informed human being, and what the librarian needs to know professionally, in order to guide and advise him." The contention could be raised that all too often these two ends have been confused, and one comes across public statements of intent by tutor-librarians which would do credit to library school lecturers.

The article discusses the conditions of service for tutor-librarians and the need for a balance to be preserved between tutorial and administrative functions. Adequate staffing is a vital issue here, and a list of legitimate teaching commitments for the tutor-librarian is suggested. The author stresses the need for an educational strategy for tutor-librarianship in which there is active co-operation with the schools to co-ordinate educational programmes in and through libraries. A shift in emphasis is required from considering the technological means of giving library instruction to the fundamental educational principles underlying it.

Areas in which future advances could take place are outlined in the conclusions: suitable facilities for acquiring teaching qualifications are needed, with in-service courses provided; the L.A. examinations could be revised to include college librarianship and the promotion of library use as separate papers; finally, a specialist group could be formed within the L.A. to co-ordinate the activities of all those concerned not so much with library instruction in a narrow sense but with the much wider connotations of book and library education.

LYLE, Guy R. The administration of the college library. 3rd ed. H. W. Wilson, N.Y., 1961.

In his Preface the author defines the aim of the book as "giving the student a simple, logical, and self-contained introduction to all aspects of library administration as they apply to college libraries..." Judged by the standards set by this aim, i.e., as a primer for teaching college library administration, the book is comprehensive and detailed in its coverage of the various aspects of the subject.

There is a useful chapter on 'The Educational Function of the College Library' in which an interesting historical perspective is given to the development of library instruction courses in American colleges. Two separate surveys in 1954 of the libraries at Dartmouth College and Knox College revealed that, in the former, 63% of students questioned were using their own textbooks in the library; while Patricia Knapp found that only 10% of the courses offered at Knox College encouraged independent library use by the students.

The fact that surveys conducted in 1954 are quoted in the text is significant - the main handicap to this book is that it is badly in need of a new edition to take into account rapid developments in American college libraries since 1961. In the chapter quoted, despite the attempt to update the 'Notes' at the end by 'Additional References' (which have been added to all chapters), most of the books and articles quoted were published in the mid-1950s or earlier. Indeed, one questions the wisdom of having a second printing in 1967, at a price of $3.50, rather than taking the opportunity to issue a new edition. A book which purports to be a library student's text for the study of college library administration hardly conveys the right impression when, in a chapter on 'Special Types of Materials' one finds (under the heading 'Visual Aids'): "Many of the materials for learning, other than books, are considered today under the general term "audio-visual aids", and a few colleges have recently grouped all these aids together in a special department within the library'. (p.301).

The absence of any references to 'Library-College' in the Index, or materials/resource centres in the text, dates this work in no uncertain manner, and a new fourth edition to take account of recent rapid changes on the American college library scene is badly needed.

NEAL, K. W. 'Training students in the use of a library: some basic considerations'. The Assistant Librarian, Vol.59, No.8, August 1966. pp.164-5.

Discusses the basic requirements for courses of library instruction and the appropriate qualifications required by librarians providing such courses. In order to be effective, librarians need a special course of training (a one-term course is suggested) which would deal both with the provision of college library services and teaching techniques for providing library instruction. The librarian should know his students, their present knowledge of the library, how much more they need to know, and the best method of putting this across according to their particular needs and interests. The use of questionnaires at the beginning and end of the library course will help the librarian plan his course and assess its effectiveness.

So far so good, but surely one must part company with the author when he expresses the aim of the library course as being "to have the student, when he visits the library, to think like a librarian ....." (For a fuller discussion of this point see the reference to the article by R. O. Linden.)

The author points out the importance of securing the co-operation of lecturers when any library courses are undertaken.

PUGH, L. C. 'Tutor-Librarianship: a re-appraisal . Library World, Vol. LXXII, No.847, January 1971. pp.206-208.

One of the problems facing tutor-librarianship today is that of job definition - to what extent is our work related to the library on the one hand, or to the tutoring or lecturing aspect on the other? And even if we are clear in our own minds where our prime allegiance lies, does this image match with our role in the college as others see us? The writer speculates on the relationship between tutor-librarians who are also lecturers in an academic subject, and other members of the teaching staff - i.e., do they (the librarians) enjoy a greater degree of acceptance which goes some way towards mitigating the lack of influence and status which seems to afflict many tutor-librarians.

It is a pity that the writer is not familiar with the recent excellent survey by T. A. Whitworth, The role of the technical college librarian,* in which the most significant finding was found to be the way that technical college librarians can be classified into various role-concept groupings according to their attitudes towards the centrality of the library and the librarian within the college community. In general, the degree of acceptance of librarians as colleagues by teaching staff varies directly according to the librarian's formal status, qualifications and teaching duties.

Mr. Pugh quotes figures from two recent surveys which point up the passive role adopted by many tutor-librarians towards their tutorial functions. Out of some 200 non-university establishments only 23% (in 1968) offered some form of systematic instruction, and a survey of 111 colleges of education revealed that just over 11% offered two or more introductory talks. The question which now arises is: "What do the tutor-librarians spend their time doing?" Because of the lack of understanding on the part of lecturers and others in the college (and whose fault is this?) many tutor-librarians are deprived of adequate professional and clerical staff to run the library service. Provision of such staff would leave the tutor-librarian free to concentrate on his primary function - i.e., encouraging and assisting in the use of the library by the college community.

Adequate library staffing would also improve the level of acceptance by teaching staff. As Whitworth points out: "The chief librarian with a library staff will find acceptance as a colleague relatively easy to achieve since his empire is readily visible. If he has charge of several rooms and his own office and typist and control over several staff he is obviously a person of consequence." (p.106).

Mr. Pugh accuses college librarians of a failure "to develop the underlying philosophy of tutor-librarianship to its logical conclusion, and this has created weaknesses which have significantly added to the difficulties many lecturers face when they are asked to accept the idea

*Whitworth, R. A. The role of the technical college librarian Thesis for M.Sc., Bradford University, 1969.

that the librarian can be rather more than a keeper of books."

The writer argues that if tutor-librarians wish to be taken seriously by their colleagues in the college they must acquire the necessary teaching qualifications, such as those offered by Garnett College. This throws into relief the peculiar relationship that the library often occupies vis a vis other departments of the college. It is a recognised fact that many lecturers in further education are subject specialists without formal teaching qualifications, and yet no one questions the academic respectability or status of the lecturer in -engineering, mathematics, or chemistry.

Surely the root of the matter lies with the image of librarians in society generally; college librarians are grappling with the problem in a microcosm, and it is only when a re-evaluation of the place and role of the library as a positive force takes place in a much wider context that the difficulties at the educational level will be resolved. By all means let us have more tutor-librarians who are also qualified teachers - especially as 44% of those in the 1968 survey admitted to having difficulty in giving instruction through insufficient knowledge of teaching techniques. This may well go a long way towards helping to put the tutor-librarian on equal par with other lecturers, but if we are seeking more than this, if what we demand is a system of education constructed around and for the library as a learning resources centre, thus realising the full potential of the concept of tutor-librarianship - then academic qualifications are not enough. Something more is needed, a vision no less - and the idealism and dynamism to fire the imagination and secure the aid of those who, for want of better example, still regard the role of the librarian as a custodian of books.

ROOKER, Margaret. 'Tools and Tactics, the framework for an experiment in introducing students to the college library'. Education Libraries Bulletin, No.22, Spring 1965. pp.29-41.

A description of the use of combined introductory courses and a Library Guide to familiarise student teachers with the structure and use of the library at Huddersfield College of Education (Technical). A ten-minute introduction is given to students on the first day to explain where the

library is, and the services and facilities available. Each student receives a copy of the Tools and Tactics Guide to the Library, which is basically a description of Where to Look, How to Look and How to Locate Information, the points being summarised in two flow charts. With a few groups a questionnaire based on practical work is used as a follow up to test their understanding of the Guide and their ability to apply the Tools and Tactics.

Experience has shown that initial scepticism on the part of some students later turns to appreciation of the fact that they were compelled to undertake the practical work at the beginning of their courses, the knowledge gained standing them in good stead later.

Further information and more detailed guidance is provided by the library tutorial staff as part of their Special Method programme for students embarking on projects and special studies. The article emphasises the necessity of maintaining close cooperation with teaching colleagues to convince them that skill in using library resources is essential to independent learning. The author concludes with some suggestions for long-term solutions to library learning problems, e.g. programmed introduction to the library, a cine-film tour of the library, use of objective tests to assess the library skills of students at the outset and conclusion of their courses to see if there has been any improvement, and the inclusion of librarians as readers' advisers in team teaching experiments.

SEYER, B. The tutor librarian'. Progress in library science, edited by R. L. Collison. Butterworths, 1965. pp.192-4.

A short but useful summary of the role of the tutor-librarian. The essence is summed up by the following extract:

"The objective of the tutor librarian, per se, and all good college and school librarians, however called, must be to train and encourage students of all ages and subject interests to obtain the maximum possible benefit and help from use of the library and its contents. This must be additional to the normal work of administration essential for the efficient running of any library and should include lectures, formal and informal, to students (and staff) on the proper and efficient use of books and libraries, not only in the futherance of a recognised course

of study, but also in the pursuit of pleasure and extramural interests. ".... the amount of teaching, other than in library subjects, (i.e., English or Liberal Studies) should not be undertaken, or expected, at the expense of the work necessary for the efficient administration and development of the library."

SHERCLIFF, W. H. Creative use of libraries in colleges of education. Education for Teaching, No.71, November 1966. pp.60-4.

Discusses failure to involve students in teacher training colleges with independent methods of learning, using books and periodicals, audio-visual aids, programmes, etc., in their own teaching. Suggests three reasons: (i) inadequate standards of college libraries; (ii) attitude of students to books and study - over-reliance on 'set' textbooks and lecture notes; (iii) present examination system encourages memory learning of facts from restricted sources.

Five areas for improvement are suggested:

1. Improve library standards.
2. Have student-centred, library orientated courses to encourage individual and group work and provide basis for assessment.
3. Teaching practice to be spread throughout the year to make the most economic use of library materials and avoid duplication. This would enable the teaching college to provide more material for those remaining in the college and students out on teaching practice would have more choice of teaching materials to supplement those available at their school library.
4. More liaison between tutorial and library staff to give greater emphasis to courses of training in library use and the value of school libraries in modern education. Such courses would include practical assignments in the library using the catalogue, indexes, bibliographies, etc.
5. Use of educational technology to provide library instruction courses (programmed learning especially).

The author recommends the setting up of a working party of tutorial staff and librarians organised by the L.A. and the A.T.C.D.E. to conduct research and experiment.

SHORES, L., JORDAN, R., and HARVEY, J. The Library-College. Drexel Press (U.S.A.), 1966.

In December, 1965, 30 exponents of the Library-College concept gathered for a five-day workshop at Jamestown College, North Dakota, to design an ideal Library-College. Ultimately it was hoped by the organisers that the workshop would provide ideas which could be incorporated in the design and construction of a new library on the campus. The book is divided into three main sections.

Part 1 deals with the ideal library-college, a concept which has been discussed and written about in America since the 1930s. Essays by all the 'leading lights' in the movement are presented together here, and provide a valuable chronological conspectus. They range from an Address delivered by Louis Shores at the Chicago Century of Progress Exposition in 1934, entitled 'The Library Arts College, a possibility in 1954?', to the later writings of Shores, Patricia Knapp and Robert Jordan. It is interesting to note that a minor 'information explosion seems to have occured in the field in 1965-6 - of the 17 essays, 10 were written in this period.

In preparation for the Jamestown meeting each participant was invited to describe an ideal library-college or any of its components, and these essays form Part 2 of the book. The papers presented at the workshop proper are given in Part 3, mainly in the form of Committee Reports. The four Appendices include a Library-College Bibliography with 49 references. Appendix C: Typical Characteristics of a Library College gives us the cumulative seminal ideas of Shores, Johnson, Knapp, Jordan, Sillars and Minder.

STONE, Walter C. (Ed.) 'Library uses of the new media of cummunication'. Library Trends, Vol.16, No.2, October 1967.

'In the future, the competence of those performing the library function will no longer be measured in terms of specific media backgrounds as such but in terms of subject mastery and communications expertise.'

This quote is taken from 'The Library Function Redefined', the first of a series of articles in this issue which examine the shift in American librarianship from being a materials-orientated operation to one concerned with knowledge as such - its assessment, storage, retrieval and rapid transmission. The combination of the knowledge explosion and communication technology has created a growth area which librarians must recognise and respond to as a professional challenge. In responding to these new problems there will be a concomitant change in the library function: 'The library of the future is not wisely conceived as a place at all, but rather as a far-flung network composed of units of various sizes and types, each of which may perform similar as well as different functions, but all of which will be linked together electro-mechanically.' The growth of learning resources centres and the library-college type of programme in the U.S.A. is just one line of development affecting educational institutions, and bringing about far-reaching changes in the traditionally conceived library function.

The other articles fall into three broad groupings: (a) descriptions of operating instructional materials centres and learning resources programmes in American schools, colleges and universities; (b) guidance in the planning and organisation of facilities for audio-visual materials in existing libraries, including a critique of the Anglo-American Cataloguing Rules as they relate to such media; and (c) the use of teaching aids for library instruction.

A 'state of the art' survey of the use of library teaching aids, by Paul Wendt, has a bibliography of some 50 references; impressive evidence as to the amount of experimentation in the use of such aids by American librarians. Library induction courses have been presented using, for example, colour slides, programmed learning materials, CCTV, tape recordings, overhead transparencies, and 8 mm film loops. Wendt points out the need for controlled and objective

research studies to be conducted to determine the effectiveness of the various possible approaches; an important element is the criterion test administered after the teaching programme. Ideally, what is required is a standardised national test for library induction courses which would enable valid generalisations to be made about the results of experiments in teaching techniques.

Finally, while many librarians in Britain are still at the stage of arguing the relative merits and demerits of allowing audio-visual media into their libraries, it is interesting to note the appearance of a movement in America for librarians to be involved in the production of audio-visual materials. Charles J. McIntyre describes the Audio-Visual Centre at Purdue University Library which, in addition to having a collection of audio-visual material produced elsewhere, itself produces films, slides, film strips and audio tapes, and provides facilities for their use.

Although the majority of college librarians in this country would jib at the extension of the librarian's role into such fields, it would nevertheless be a valuable adjunct to the function of the Learning Resouces Collection if facilities were made available for teachers and students to prepare their own audio-visual material as well as being able to demonstrate it.

TOPPING, J. 'The technical college library as an educational instrument'. Aslib Proceedings, Vol.10, No.1, January 1958. pp.1-6.

An interesting article for the way in which it reveals thoughts and attitudes on library tuition at the time of Circular 322, the great landmark for libraries in technical colleges. In the event the circular did mark the beginning of a new era for the development of these libraries, but the measure of our progress can be gauged when one reads that in 1958 the Principal of Brunel College of Technology felt that little progress had been made since the A.T.I., A.P.T.I., and the A.T.T.I. jointly published a report on technical college libraries in 1938!

The author discusses the changes needed in teaching methods if full benefit is to be obtained from library assignments and project work.

He reiterates the need for all students to have "a formal introduction to the library. They need a talk from the librarian about the contents of the library, the arrangments, and classification and similar matters."

Is this what students really need (let alone want)? Admittedly, some formal arrangment is necessary for introducing the new student to the library staff, informing him how to join and borrow a book - but surely, the last thing he needs at the beginning of the first term in a new environment, with new faces, classrooms and teachers, is the mass conducted tour of the library which so often passes off as a Library Induction talk. How much of this is, in the words of William James describing a baby's first impression of it's world: "a great, buzzing confusion"?

The impression one gets from reading this article and the discusion which follows, is that the two main pre-occupations of those involved in technical college librarianship at this time were finance and principals - either inadequate provision or, in the case of the latter, lack of interest or belief in the necessity for a library. We may still be campaigning for more money, but at least we have won the battle with the Principals - haven't we?

WHITWORTH, T. A. The role of the technical college librarian. M.Sc. thesis, Bradford University, 1969.

Uses the concepts of role theory to investigate the centrality of the library and the librarian within the college situation, particularly the tutorial and educational advisory aspects of the librarian's role. The method adopted was a postal questionnaire sent to 290 technical college librarians, 188 academic staff and 200 students.

Various factors bearing on centrality were studied, such as the librarian's status within the college and his acceptance as a colleague by members of the teaching staff. The most significant finding was that technical college librarians can be classified into various role-concept groupings depending on whether they consider themselves to be "traditional librarians", "tutor librarians", or "teachers with library work" and whether or not they see themselves as "educationists".

These groups have different attitudes towards centrality and they also display significant differences in composition and characteristics. Tutor librarians, for example, made up some 45% of the librarians studied, and attached greater importance to such activities as undertaking tutorial activities with students, developing educational advisory activities with staff, and supervising a learning resources centre. Traditional librarians, on the other hand (referred to as non-tutorial non-educationists in the study), held a more traditional view that the library is predominantly a "service" for staff and students.

The findings and statistical data of this study, relating as they do to the total population of technical college librarians in England, are of great value both in providing a picture of the 'state of the art of library work in colleges, and serving as a basis for further much-needed research into the, at present rather elusive, nature of the attitudes and functions of technical college librarians.

WINSLADE, B. A. J. Tutor-librarians'. Letter to The Assistant Librarian, Vol.60, No.11 November 1967. pp.242-243.

Summarizes the results of a survey in 1967 of library instruction in Colleges of Education. Of the 111 libraries who replied, about one quarter gave no training at all to students in the use of the library; in just over one-third students received one introductory talk from the librarian, and in the remainder some sort of introductory course was given, generally amounting to less than six hours.

College librarians lack both the staff and the time to develop adequate courses of instruction. Programmed instruction is suggested as an alternative to the current practice of the mass lecture.

(Author is Organiser to the School Instruction Service, Sheffield City Libraries.)

WRIGHT, Gordon H. (Ed.) The Library in Colleges of Commerce and Technology: a guide to the use of a library as an instrument of education. Deutsch, 1966.

The title indicates the book's coverage, the sub-title its purpose, while the preface elaborates on its raison d'etre: 'The College Librarian, as the head of a college department providing material which is probably the principal source of inspiration for all the students of the college, must accept a more dynamic role than that of curator and administrator.' What this role should be and how it may best be carried out is analysed and discussed in a series of individual contributions by the editor and four fellow tutor librarians, drawing on their practical experiences of methods which can be used to teach students to acquire the ability to use libraries effectively.

The book is arranged in three sections. Part 1 sketches in the background to the problem of bringing about a change in the traditional attitudes towards the library held by many local authorities, academic staff and students. The library cannot function effectively in isolation but needs the active support of the Principal, Heads of Department and lecturers if it is to play a central role in the life of the college.

The role of the tutor librarian in further and higher education is examined in Parts 2 and 3 respectively. Suggestions as to syllabuses and presentation are made for the various types of students and courses for which library instruction is likely to be offered. The section on further education, for example, covers course work with craft apprentices secretarial and commercial students, students following G.C.E. courses, and vocational groups such as nursery nurses and police cadets.

R. O. Linden and Alan D. Jones discuss the relationship between the work of the tutor librarian and the liberal studies programme in the college. Co-operation with the rest of the teaching staff is vital for the success of the venture and, as Linden points out, many tutors stand much to gain by accompanying their class into the library, both for what they can learn about the library's resources, and in ideas they may acquire for future projects.

The value of project work as a stimulus for developing student interest

and involvement in learning has long been advocated by the progressive element in education. In his suggestions for library work with vocational groups, G. W. J. Wheatley gives some interesting examples of how the perceptive librarian can successfully guide the students interest in a particular topic, to achieve the twin objectives of induction into the use of the library and encouraging an enthusiasm for reading.

That it is possible to do this even when student interests range over a wide variety of vocational pursuits, is illustrated by Gordon Wright's description of a project carried out by secretarial and commercial students of the choice, purchase and organisation of a hotel. An effective technique which may be used to spark an interest in literature is for the librarian to present a selection of readings from modern novels. J. Cowley has used situations in literature as points of departure to encourage students to discuss frankly and openly in the classroom the attitudes, problems and experiences of the maturing adolescent.

In the final section of the book the editor discusses the aims and objectives of library instruction for students following courses of higher education. Sample syllabuses are given in some detail for courses on technical information and report writing for student scientists and technologists, and a management information course for business students.

The blurb on the jacket of this book points out that this is the first book to be published in Britain on the library's role in the education of the student. Is it perhaps a mark of the inertia which seems to pervade the profession that five years later this book remains virtually the only major contribution to the subject? Developments in educational theory and technology have brought about changes in teaching methods in further and higher education; the review pages of 'The Technical Journal' bear witness to the corresponding increase in course texts and handbooks. It is important that tutor librarians should not be mere onlookers or fellow-travellers whilst such changes are taking place, but should engage in a dialogue within the profession which can serve to encourage the dissemination of thoughts and ideas about the role and function of the librarian within the college.

Whatever developments the future may bring, the place of The Library

in Colleges of Commerce and Technology is guaranteed as a landmark in the progress towards securing rightful recognition for the importance of the library as a teaching instrument.

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